HODGES ELEMENTARY 4717 Main Street Hodges, SC 29653 PK-5 Elementary School GRADES 274 Students ENROLLMENT Susan Buchanan 864-374-5000 PRINCIPAL SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400 Ms. Dru James 864-223-1878 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 4 44 44 3 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

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Hodges Elementary

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Excellent	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

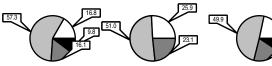
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.5%

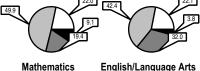
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



Mathematics English/Language Arts



English/Language Arts

Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Hodges Elementary

PACT PERFORMANCE BY GROUP									
	Enrollment 1st	,	/ %	1	/ °`	/	% Proficient and	Performance Objective	Participation Objective M.
	h/Langua	•							
All Students	151	100.0	25.9	51.0	23.1	0.0	34.3	Yes	Yes
Gender									
Male	82	100.0	28.0	53.3	18.7	0.0	26.7		
Female	69	100.0	23.5	48.5	27.9	0.0	42.6		
Racial/Ethnic Group		400.0	00.0	47.4	00.0	0.0	45.0		
White	92	100.0	20.0	47.1	32.9	0.0	45.9	Yes	Yes
African-American	58	100.0	35.1	56.1	8.8	0.0	17.5	No	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	115	100.0	20.6	54.2	25.2	0.0	40.2		
Disabled	36	100.0	41.7	41.7	16.7	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	151	100.0	25.9	51.0	23.1	0.0	34.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	150	100.0	26.1	50.7	23.2	0.0	34.5		
Socio-Economic Status									
Subsidized meals	89	100.0	26.8	57.3	15.9	0.0	25.6	Yes	Yes
Full-pay meals	62	100.0	24.6	42.6	32.8	0.0	45.9	İ	

Mathematics - State Performance Objective = 15.5%									
All Students	151	100.0	16.8	57.3	16.1	9.8	45.5	Yes	Yes
Gender									
Male	82	100.0	14.7	60.0	14.7	10.7	45.3		
Female	69	100.0	19.1	54.4	17.6	8.8	45.6		
Racial/Ethnic Group	Racial/Ethnic Group								
White	92	100.0	9.4	58.8	18.8	12.9	56.5	Yes	Yes
African-American	58	100.0	26.3	56.1	12.3	5.3	29.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	115	100.0	10.3	58.9	18.7	12.1	50.5		
Disabled	36	100.0	36.1	52.8	8.3	2.8	30.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	151	100.0	16.8	57.3	16.1	9.8	45.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	150	100.0	16.2	57.7	16.2	9.9	45.8		
Socio-Economic Status									
Subsidized meals	89	100.0	20.7	59.8	12.2	7.3	36.6	Yes	Yes
Full-pay meals	62	100.0	11.5	54.1	21.3	13.1	57.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced			
		Englis	sh/Langu	age Arts						
Grade 3	44	100.0	9.1	59.1	29.5	2.3	31.8			
Grade 4	57	100.0	9.1	70.9	18.2	1.8	20.0			
Grade 5	51	100.0	22.4	57.1	20.4	N/A	20.4			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	43	100.0	27.5	37.5	35.0	N/A	35.0			
Grade 4	47	100.0	25.0	52.3	22.7	N/A	22.7			
Grade 5	61	100.0	24.6	62.3	13.1	N/A	13.1			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
			Mathemat	ics						
Grade 3	44	100.0	22.7	50.0	27.3	N/A	27.3			
Grade 4	57	100.0	10.9	49.1	30.9	9.1	40.0			
Grade 5	51	100.0	14.3	49.0	22.4	14.3	36.7			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	43	100.0	17.5	67.5	10.0	5.0	15.0			
Grade 4	47	100.0	25.0	50.0	15.9	9.1	25.0			
Grade 5	61	100.0	9.8	59.0	18.0	13.1	31.1			
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

SCHOOL PROFILE				
	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 274)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.1%	Down from 5.3%	2.9%	2.7%
Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level	96.8% 9.3%	Up from 96.4%	96.2% 5.0%	96.4% 4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		3.7%	3.5%
Eligible for gifted and talented	9.8%	Down from 16.6%	12.6%	13.5%
On academic plans On academic probation	N/AV N/AV	N/AV N/AV	N/A N/A	N/AV N/AV
With disabilities other than speech	10.8%	Down from 11.4%	9.4%	8.2%
Older than usual for grade	0.4%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses Teachers (n= 16)	0.0%	Down from 0.4%	0.0%	0.0%
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Teachers with advanced degrees Continuing contract teachers	43.8% 100.0%	Down from 44.0% Up from 84.0%	47.9% 89.5%	51.4% 87.5%
Highly qualified teachers** Teachers with emergency or provisional certificates	100.0% 0.0%	N/A	95.0% 0.0%	95.0% 0.0%
Teachers returning from previous year Teacher attendance rate	85.7% 96.4%	Down from 92.1% Up from 94.1%	86.2% 94.4%	86.7% 94.9%
Average teacher salary Prof. development days/teacher	\$41,703 14.2 days	Up 6.7% Up from 12.6 days	\$40,244 12.5 days	\$40,760 12.4 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 16.3 to 1	19.0 to 1	18.9 to 1
Prime instructional time Dollars spent per pupil*	91.8% \$6,918	Up from 89.8% Up 4.5%	89.3% \$5,727	90.0% \$6,044
Percent of expenditures for teacher salaries*	61.6%	Down from 61.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0% Yes	Up from 98.5% No change	99.0% Yes	99.0% Yes
Character development program * Prior year audited financial data are reported.	Average	N/A	Good	Good
		Our District	8	State
Highly qualified teachers in low poverty	schools**	92.3%	9	2.0%
Highly qualified teachers in high poverty	y schools**	N/A	9	1.1%
		State Objectiv	e Met Sta	te Objective
Highly qualified teachers in this school*	*	65.0%		Yes
Student attendance in this school		95.3%		Yes

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a very successful year for students, faculty, and staff at Hodges Elementary School. The school worked diligently to meet the rigid requirements of No Child Left Behind. As a result of our efforts, we met 16 out of 17 goals required for AYP or 94%. We used this information to develop instructional strategies to reach ALL groups of students.

Our faculty participated in various training programs and study groups to learn about new ways to instruct our diverse student population. "A Framework for Understanding Poverty" by Ruby Payne was one book which introduced strategies to help teachers work with students from generational and situational poverty. In addition, we have worked hard to differentiate instruction by analyzing test data to determine students' strengths and weaknesses in math and language arts. Teachers worked with students in small groups to help remediate and enrich the curriculum. To develop this initiative further, our faculty participated in Gerald Anderson's Closing the Achievement Gap book study and professional development sessions. We will use this information to improve differentiated instruction for our students during the next school year.

Since our data indicated that language arts was a weak area, we continued to improve our literacy program at Hodges Elementary. We completed the implementation of our TAS/SC READS grant by building our leveled book collection and classroom book collections. Teachers were also trained in balanced literacy techniques to include interactive read-alouds, shared reading, and guided reading. To instill a love for reading and build comprehension skills, our media specialist sponsored an annual reading rally and a monthly book club. To educate our parents about new literacy strategies, our faculty conducted a family literacy night.

The open door policy at Hodges Elementary encourages parents to become involved in their child's education. The school and PTO planned many opportunities for families to visit our school. Some of these events included Grandparents Day, Fall Festival, parent conferences, monthly family skate night, monthly birthday book celebrations, "Bee Prepared for PACT" night, All-Stars, field day and cookout, as well as PTO meetings. Parents and students also supported service-learning projects throughout the year. Some of these included recycling, canned food drives, and a walk-a-thon.

We appreciate the work of our dedicated PTO and School Improvement/Title I committees. Their major focus this year was to provide financial assistance to upgrade our computer lab. This upgrade included additional computers, computer tables, and Thinking Maps software.

Hodges Elementary provides a nurturing school environment where all students can succeed. Hodges Elementary is the place where we're buzzing with knowledge!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS								
	Teachers	Students*	Parents*					
Number of surveys returned	19	57	44					
Percent satisfied with learning environment	100.0%	89.3%	81.8%					
Percent satisfied with social and physical environment	100.0%	96.5%	88.4%					
Percent satisfied with home-school relations	83.3%	96.5%	72.1%					
*Only students at the highest elementary school grade level at this school and their parents were included								